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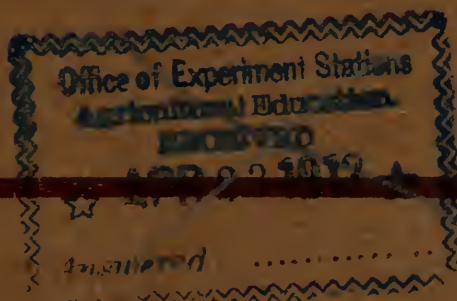
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1912

ANNOUNCEMENT of SUMMER SCHOOL

CAPE MAY SCHOOL of AGRICUL-
TURE, INDUSTRIAL ART and SCIENCE

1912

T. D. SENSOR, DEAN OF SCHOOL



LC 5753
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MOTTO:

“**N**OT the Thing Made, but the Power
to Make Something.”

PROSPECTUS OF
NORMAL INDUSTRIAL COURSES
and
Professional and Normal Academic Courses
for
Grade Teachers, Special Teachers, Art Students, Play-
ground Directors, Trained Nurses, Housekeepers, Farmers,
Supervising Principals and Superintendents.

Monday, July 1 ---Saturday, July 27, 1912.

Public School Buildings
Cape May, New Jersey

PRINTED BY
STAR AND WAVE PUBLISHING CO
CAPE MAY.



CAPE MAY SCHOOL OF AGRICULTURE,

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CHAS. A. MORRIS, Vice Dean

Superintendent of Schools for Ocean County,

Toms River, N. J.

MABEL McHENRY - - - Secretary of Faculty

Instructor in English, High School, Millville, N. J.

CAPE MAY SCHOOL OF AGRICULTURE,

INSTRUCTORS.

- Irene Elizabeth McDermott, Home Economics
Director of Home Economics, North Side,
Pittsburg, Pa.
- Mary Welling
Teacher of Cooking, Brooklyn Schools.
- J. Howard Hulsart, A. M., Elementary Science and
Agriculture.
Superintendent of Schools for Morris County,
Dover, N. J.
- Fred P. Reagle, A. M., Advanced Manual Arts
Instructor in Manual Training, Montclair, N. J.
- Charlotte Herckner, Elementary Manual Arts
Supervisor of Manual Training, Hackensack, N. J.
- Laura E. Woodward, B. S., Nature Study
University of Pennsylvania, Trenton Teachers'
Training School, Trenton, N. J.
- Martha B. Clough, Free Hand Drawing
Assistant Supervisor of Drawing, Cleveland, Ohio.
- Emma Britton, Art Instruction and Applied Design
Supervisor of Drawing, Trenton, N. J.
- Bertha S. Shepard, Assistant
Graduate of Pratt Institute and the New York
School of Fine and Applied Art, New York City
- S. Ida Fairbrothers, Elementary Manual Arts
Instructor of Manual Training, Trenton, N. J.

INDUSTRIAL ART AND SCIENCE.

- Frances Gowdy, Sewing
Teacher of Home Economics, New York City.
- Catherine M. Zisgen, School Music
Supervisor of Music, Trenton, N. J.
- Anna S. Cressman, Physical Training
Graduate of New Haven Normal School of
Gymnastics, Conn. Assistant Instructor in
Physical Training, Philadelphia, Pa.
- J. J. Savitz, A. M. English and Psychology
Superintendent of Schools for Union County,
Westfield, N. J.
- A. B. Meredith, B. A. Principles of Secondary Education
History of Education, School Organization
Assistant Commissioner of Education, Trenton, N. J.
- H. C. Krebs, Mathematics and Special Subjects
Superintendent of Schools for Somerset County,
North Plainfield, N. J.

SPECIAL LECTURES.

Announcements will be made during the session of the schools.

SOCIAL LIFE.

The social life has, in former years, been strongly emphasized, and as last year, at least two public receptions will be held. One will occur during the first week of July in order that new students may become acquainted and former friendships renewed. The reception during the closing week has always been a pleasant feature, and one in which many of the citizens of Cape May participate.

CAPE MAY SCHOOL OF AGRICULTURE,

LOCATION.

The wisdom of locating the school at the city of Cape May has been fully demonstrated. Cape May has a world-wide reputation for its climatic healthfulness during the heated season of the year, and at the same time is easily accessible from all parts of the Middle Atlantic States.

The temperature rarely rises high enough to be unpleasant and is tempered by the breezes from the broad Atlantic and the watery expanse of Delaware Bay. It offers the teacher tired and wearied by his year's work, an ideal place for rest and recreation. The sea bathing is unexcelled at any resort, the beach being absolutely safe, free from undertow, and yet furnishing splendid sport in the tireless roll of the breakers. Boating, sailing, crabbing and fishing in the splendid land-locked harbor and sounds are a source of continual pleasure and can be enjoyed at a minimum cost. There are few of the ordinary amusements usually found at summer resorts to distract the attention of those who come here for study.

GENERAL STATEMENT.

The Cape May Summer School is organized under the Laws of New Jersey, (P. L. 1908, Chapter 55), and its Sixth Session promises to be of great value to teachers of all grades.

The primary object of the school is to give a thorough and practical training in the various manual arts including the teaching of elementary agriculture. The different courses are planned with special reference to the needs of teachers and supervisors. They combine methods of teaching with instruction in the fundamental processes of those handicrafts taught in the schools. Special attention is given to the

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thorough correlation of industrial work with academic subjects.

For the coming year the scope of the school has been greatly enlarged by the addition of Normal Academic Courses, and also Professional Courses. These courses are especially designed to meet the needs of teachers who wish to change their present certificates to the new form of State Certificates, and at the same time receive increased professional training in methods of teaching and in school management.

The spirit of the school is thoroughly democratic and by coming into close touch with the members of the faculty pupils obtain inspiration and a new view point toward all phases of educational life.

ADMISSION.

No formal examination will be required for matriculation. Candidates for admission will advise with the Dean or with the Instructors in charge of the courses which they wish to take. This may be done either in person or by mail, and teachers may then determine whether they are qualified to pursue such courses with profit.

It is recommended that teachers fill out an enrollment blank at an early date and mail it to the Dean so that he may have an idea of the number who will be enrolled in each course. This will make it possible to provide ample accommodations.

CERTIFICATES AND CREDITS.

Pupils' work is rated upon the basis of: Attendance, 50%; quality of daily work, 20%; examinations, 30%. For all completed work a certificate will be given.

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All industrial courses will consist of 30 hours of class work supplemented by outside work as required by the instructors. No course, recognized by the State Board of Education, will be considered completed until the home practice work and reading has been done and submitted with proper certificate. In all industrial courses samples of work must accompany certificates.

The academic and professional courses will consist of 20 hours of class work with supplemental reading and reports as may be required.

TUITION.

All New Jersey teachers must pay a matriculation fee of \$5.00 and in addition a laboratory fee of \$2.00 for each course to cover incidental expenses. The laboratory fee will cover the cost of all material necessary for completing the work in any course except advanced sewing and cooking.

All teachers from outside the State must in addition to the above fees pay a tuition fee of \$5.00 for each course.

SESSIONS.

Class exercises are held daily excepting Saturdays, beginning Monday, July 1, and ending Saturday, July 27, 1912.

ACCOMMODATIONS.

Hotels and boarding houses will offer special accommodations to pupils in attendance at the Summer School.

Pupils who expect to secure these special advantages should make their arrangements in advance, and directly with the hotel and boarding house managers.

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INDUSTRIAL COURSES.

Agriculture, Nature Study and Elementary Science.

Instructors, J. Howard Hulsart, Laura E. Woodward.

The purpose of these courses, each requiring one summer session, is to awaken in boys and girls an interest in farming and domestic operations by bringing them to see and appreciate the beauty, independence and general desirability of rural life.

To show by the proper study of these subjects, that mental culture can thus be secured as effectively as by the exclusive use of the so-called disciplinary studies, while at the same time a broader view of life is imparted to the pupil. To accomplish this the teacher must first be made familiar with the necessary matter and methods, including the simpler elementary scientific principles, involved in the subject, and be led to appreciate the beauty, value and desirability of this branch of industrial work.

(a). *Nature Study*. School Gardens, Improvement of Vacant Lots, Care of Pets, Study of Shade Trees, Weeds, Plants, Indoor and Outdoor Garden Work for Home and School.

(b). *Elementary Agriculture*: Study of Seeds, Soils, Plants, Animals that are Friends and Foes of Farmers. The Dairy, Poultry, Bees. How to use Fertilizers. Animal Husbandry. Marketing. Practical work of the Farm.

(c). *Elementary Science*: Physical Science. A study of physical and chemical phenomena of the household, school-

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room, community life, climatology and elementary principles of physical science. Acquaintance with the physical aspects of the nature study of the grades, and a foundation in physical science. This course correlates with the course in cooking.

ELEMENTARY MANUAL ARTS.

Instructors—Charlotte Herckner, S. Ida Fairbrothers.

(1). Industrial training for the first four grades.

The work will be mostly with paper cardboard and clay, including paper tearing, cutting and folding, cardboard construction, clay modeling, for development of laboratory problems. Simple weaving, knitting, raffia and flat metal. Teachers would be better prepared for this course if they had taken at least one course in Applied Design. See page 18. All hand work depends upon a knowledge of design.

(2). Industrial training for grades above the fourth.

Basketry, Weaving, Knife Work and Carving in Wood; Raffia Work, Clay Modeling, Wood Block Printing and Stenciling.

The laboratory problems will be the basic idea in all the handwork. No teacher can get the most out of the above courses unless they have had some work in "Design."

II ADVANCED MANUAL ARTS.

Instructor—Fred P. Reagle.

(1).

A course in elementary tool work. It begins with the first tool operations and deals with simple problems in wood

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construction such as would be given to a beginner's class in manual training. Lectures on materials, their price and care; tools, their history, use, care and methods of instruction will be given daily and courses of study and equipments discussed at end of course. Elementary Mechanical drawing is given in part of course.

(2).

This course is offered to those who have a knowledge of tools and shop practice. The problems offered will be such as have a very definite application and use in homes both urban and rural. Useful articles of furniture for domestic and home use. The framing of small buildings, a chicken house, gates, shelving, brackets, devices for simple farm surveying, etc. Work benches for different conditions and concrete work, ornamental and technical. Discussions of courses of study and talks on materials, tools and methods will be given daily.

MECHANICAL DRAWING.

Instructor—Fred P. Reagle.

Introductory lecture dealing with the history of Mechanical Drawing, its place in the whole sphere of representation, its uses and the reasons for teaching it as a school subject.

Explanation of geometrical subject of projection: (a) the projection of a point and a line upon a line and (b) the projections of points, lines, planes and solids upon planes.

Practical demonstrations before the class of the projections of points, lines, planes and solids in different positions

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upon the three planes of the third trihedral angle of a cube—orthographic projection.

Class practice—free hand—in representing the correct number of views and positions for same of geometrical objects placed in various positions.

Tools, materials and their use and methods of procedure. Paper, drawing boards, pencils, T square, triangles, compasses, dividers, needle, scale, French curves, etc.

Geometrical Problems. Enough of these will be given to present a working knowledge of the subject.

Revolutions. Representations of objects revolved on axes perpendicular to three planes of projection.

Intersections and sections.

Developments: Cube, prism, cylinder, cone, pyramid, etc.

Dimensioning and lettering.

Inking, tracing and blue printing.

Isometric projection.

Working Drawings. Sketches and drawings of machine parts, shop problems and architectural details.

The actual work of the class will be the drawing of about twenty-five plates thoroughly covering (with the lecture notes and explanations) the above outline. Every effort will be made to have this work of as practical a nature as possible and at the same time based on correct mathematical principles.

Teachers who desire full credit in the Advanced Course II must have taken at least one course in Applied Design, (page 18) and the full course in Mechanical Drawing.

LABORATORY PROBLEMS.

Laboratory problems will be offered in a competitive ex-

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hibition during the last week of the session for which prizes will be given as follows:

First Prize. Free Matriculation, Laboratory Fees, Free Transportation and cash to the amount of \$25.00.

Second Prize. \$25.00 cash.

Third Prize. \$10.00 cash.

Honorable mention.

The conditions of the contest will be as follows:

RULES OF LABORATORY CONTEST—1912.

1. Subjects selected by lot.
2. Each subject to be treated by two pupils working together.
3. Uniform space 3 ft. x 27 in. allotted to each subject.
4. A written description must be filed at the close of the contest July 25th, 3:00 p. m.
5. All hand work must be done by pupils of the Summer School. Toys cannot be used.
6. Backgrounds can be the work of students taking the course in Blackboard Drawing.

BASIS FOR JUDGING.

Interpretation of subject.....	40 per cent.
Accuracy of proportion.....	30 per cent.
Mechanical Invention	15 per cent.
Harmony of color	10 per cent.
Neatness of work	5 per cent.
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	100 per cent.

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Subjects for Which Prizes Will Be Awarded.

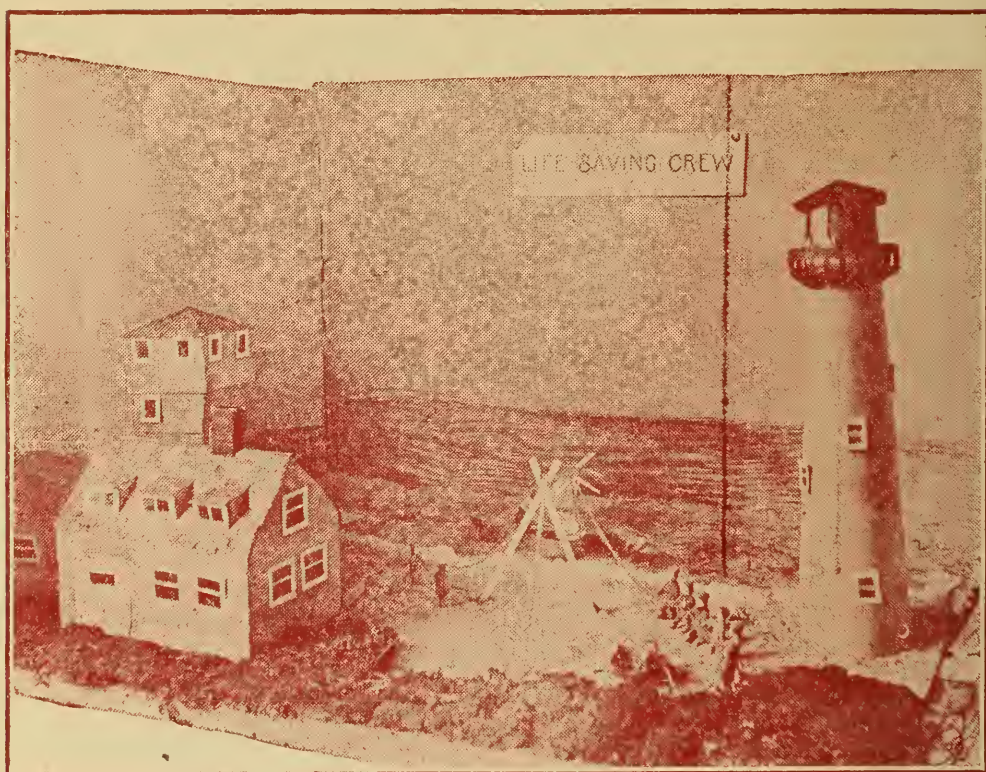
1. The Tennis Court.
2. The Death of Spartacus.
3. Ancient or Modern Illuminations.
4. A Sugar Camp.
5. A Colonial Tea Party.
6. A Mining Camp.
7. Putnam's Ride.
8. The Discovery of the Hudson River.
9. Washing and Shearing Sheep.
10. Paul Revere's Ride.
11. Cutting Ice.
12. Coasting Scene.
13. A Lumber Camp.
14. A Harvest Scene.
15. Washington at Valley Forge.
16. A Village Street.
17. A Shipwreck.
18. Incidents in Building Panama Canal.
19. Southern Plantation Scene.
20. Mining Coal.
21. Ship-building.
22. The Dutch Settlements on Manhattan.
23. Witchcraft in Salem.
24. Battle of Quebec.
25. A Sea-port.
26. Grain Elevator and Shipments.
27. Mt. Vernon.
28. The Don de Dieu at Quebec.

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29. The Clermont.
30. The Coronation of King George.
31. Climbing the Heights of Abraham.
32. The Human Skeleton.
33. Fingal's Cave.
34. The Capture of Missionary Ridge.
35. The Eifel Tower.
36. An Ocean Liner.
37. A Buffalo Hunt.
38. The Landing of Carteret.
39. Scene in Holland.
40. The March of Miles Standish.
41. An Amusement Park.
42. A Sand Artist.
43. A Bathing Scene.
44. A Baseball Game.
45. An Automobile Race.
46. Capture of Andre.
47. A Wild West Scene.
48. A Boat Race.
49. An Incident in Burgoyne's Campaign.
50. Straw-hat Industry.
51. Aviation.
52. A Slave Plantation.
53. Wireless Telegraphy.
54. Agricultural Fair.
55. A Soldier's Encampment.
56. Cliff Dwellers.
57. Cave Dwellers.
58. A Playground Scene.

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- 59. Making Coke.
- 60. Washington Crossing the Delaware.
- 61. Penn's Treaty with the Indians.
- 62. The Discovery of America.
- 63. Colonial Times.
- 64. The Boston Tea Party.
- 65. Sherman's March to the Sea.
- 66. The Surrender of Cornwallis.
- 67. The Pueblo Indians.



FIRST PRIZE, 1911

INDUSTRIAL ART AND SCIENCE.



SECOND PRIZE, 1911

CAPE MAY SCHOOL OF AGRICULTURE,
ART INSTRUCTION.

Instructor, Emma Britton.

Assistant, Bertha S. Shepard

I. For Elementary School Teachers.

A certificate from this course will be accepted by the State Board of Examiners in lieu of an examination in Drawing for a Limited Elementary Certificate. The work must cover four courses of the Summer School, one and one-half hours of work per day being required for each course, or a total of 120 hours. The work aims to fit teachers to teach drawing, design and color as they are required in all grades of the elementary schools, and as these subjects should be taught to become a part of the child's equipment in meeting his practical life problems.

The course includes the principles of freehand drawing as they are essential to representation of natural and man-made objects; the use of color as it relates to the same forms of representation in picture form and the elementary principles of composition necessary to this kind of expression. It also includes the theory of color, as it relates to choice of correct color schemes for reproduction and with which to live.

It embraces such a study of design as enables one to apply decoratively in both form and color the principles in the simpler forms of manual training; arrangement of school work and the school-room furnishings; clothing, the home and other fields of activity.

II. For Supervisors of Drawing.

This course amplifies the work of Course I, carrying the

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drawing, color and design into fields essential for high school, technical school and supervisory work. It also presents the opportunity to specialize in any one form of design work after the completion of these two courses. It also correlates the work with the department of Manual Arts.

FREE HAND DRAWING AND BLACKBOARD SKETCHING.

Instructor—Martha Clough.

(a) *Model Object Drawing.*

Principles fore-shortening, perspective and grouping within an enclosing form; methods of expression in different mediums; outlines and mass arrangement upon the picture plane.

(b) *The applications of the principles of representation to Fruits, Vegetables, Flowers, Animals and human Figure.*

In this work particular stress is laid upon a characteristic of each object studied and the best methods of expressing these in pencil, crayon and brush technique. The best ways to show repose and action in human and animal forms are explained and illustrated.

(c) *Landscape Drawing.*

Simple sketches of trees, land and water masses and landscape arrangement. This work aims to train the student to see large relationships rather than details and to give the method of expressing such facts.

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(d) *Blackboard Drawing.*

This course aims to fit the teacher to use the crayon simply, easily and deftly in illustrating the essential facts in teaching such subjects as History, Geography and Nature Study.

HOME ECONOMICS.

Irene E. McDermott, Director.

Mary Welling, Assistant.

(a). *Cooking.*

Relations of the three essentials of life; Air, Water, Food. Lectures, demonstrations and laboratory work.

A study of the principal food stuffs, their composition, nutritive value, best method of preparation and comparative cost. Menus and well balanced meals.

Study the percentage of the following food principles required in daily diet: Carbohydrates, Protein, Fat, Mineral Matters, Water.

First Course. (30 hours together with the required supplementary work.

Composition and dietetic value of various foods. Practical preparation of simple dishes, such as cereals, vegetables, beverages, fruits, eggs, milk and its products, flour mixtures, etc.

Second Course. (30 hours and supplementary work.)

General review of food principles, with practical applica-

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tion of these principles. The work of the first course, excepting the egg and milk lessons, concerns itself largely with the carbohydrates, acid and salt supplying food and water. The Proteids, Fats and Oils will be emphasized in the second course. The economical use of the different "cuts" of meat. The preparation of more complicated dishes than those handled in the first course, including salads, simple desserts, etc.

Third Course. (30 hours in Supplementary work.)

Canning, preserving, jellies, pickling, etc.

Special work in fractional sterilization, with practical work in canning various vegetables. Frozen desserts, puddings, cakes, pies, etc.

Preparation of simple and more complicated menus will be required in each course.

Requisites for work: Large white apron, sleeves, cap and side towel. These must be furnished by the students. No student will be received in the classes, unless provided with this uniform. If a sufficient number apply for the work, a course in Invalid Cookery will be given. This work will be of the same nature as is provided for the trained nurses in our best hospitals.

(b) *Sewing.*

Instructor—Frances Gowdy.

First Course:

Hand sewing, including different stitches used in ordinary needle work, and their application, making simple garments. Study of textiles and their suitability for the various garments.

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Second Course:

The care and use of sewing machines. Making of undergarments, shirt waists, etc.

Third Course:

Cutting, fitting and making a princess slip and a one piece frock.

Fourth Course:

Cutting, fitting and making a cotton jacket suit.

Thirty hours class-room work required in each course in sewing, together with extra time necessary to complete the garments made in the different courses.

Special lectures in Household Management.

Sanitation: Division of the home income, food, clothing, amount to be spent for education, books, travel, charity, etc.

All the courses offered above are arranged to meet the classroom needs of teachers in the elementary schools. Problems are devised which illustrate, as far as practicable, the possibilities of each kind of work, and the methods of presenting such problems to a class will be given in great detail.

VOCAL MUSIC.

Instructor—Catharine M. Zisgen.

This course is intended to equip teachers not only to cooperate intelligently with the Supervisor, but it will prepare them to successfully conduct the work in schools where there is no supervisor.

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(1) *Elementary.*

The following features will be duly emphasized: Elements of Notation. Ear Training, Sight Reading, Interval Drill, and Rhythm taught through the medium of Rote Songs. Minor and Major Scales. Chromatic tones and the characters used to represent them. Use of Pitch Pipe. How to help Monotones. Part Singing. Memory and written work as applied to the grades. Suggested song material for the various grades.

(2) *Advanced.*

For Teachers and Supervisors who have completed the elementary course, or who have through study and experience sufficient knowledge of music to enable them to follow intelligently the aims of this course, which will be:

(a). A review of essential principles as outlined in elementary course.

(b). To enable students to acquire greater ease and facility in the reading of music at sight.

(c). To prepare methods for conducting class recitations.

(d). Organization of work for all grades, including High School, general assembly work, and ungraded schools.

(e). History of Music.

(f). Music Material.

PHYSICAL TRAINING.

Instructor—Anna S. Cressman.

Elementary Course.

(a). Formal Work.

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1. System of Commands, Method of Teaching, Manner of Execution.
2. Lessons in formal work for all grades.
- (b). Formal work must be augmented by :
 1. Gymnastic Games..
 2. Fancy Steps and Simple Roundels.
 3. Recreation Drills.
- (c). Discussions of Health Problems that result from school conditions.

Advanced Course.

- (a). Formal work with hand apparatus based on the elementary course.
 - (b). Games of high and low organization. How to organize play at recess time and before and after school.
 - (c). Athletic Events. How to plan a Community Field Day.
 - (d). Aesthetic Dances and Folk Dances.
 - (e). Medical Inspection and School Hygiene.
- The complete course requires two summers' work.

STORY TELLING.

Supplementary to work in Literature for the grades and Play-ground and Vacation School Work.

NORMAL ACADEMIC COURSES.

The following courses are offered provided there is an advance enrollment of at least ten pupils for each course to

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teachers who have never attended a Normal School and who desire to improve their professional standing and improve the grade of certificate they now hold.

ENGLISH LITERATURE FOR THE GRADES.

Instructor—J. J. Savitz.

The aim of the course in English will be to show how interest in oral and written language may be aroused by relating the work to the other school activities. A definite plan for increasing facility in expression and establishing proper language habits will be presented.

Special effort will be made to impress upon the teachers that oral and written language are activities whose purpose is similar to the other forms of expression, drawing, painting and construction work of all kinds, and that all these activities are necessary for the complete expression of ideas and of the individual.

There will be lectures, discussions and individual conferences with teachers. The distinctive feature of the course will be the actual work in oral and written composition by the teachers to show how other school exercises, more particularly manual work, may furnish material for language work.

Conferences on Methods of Teaching Reading will be conducted with a view of discussing modern methods and developing a system adapted to the needs of graded and ungraded schools.

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MATHEMATICS.

Instructor—H. C. Krebs.

The work in this department will be individual as far as necessary. Any student who wishes to take up arithmetic, algebra, or plane geometry preparatory to a teacher's examination will be given exactly the work such student desires to pursue. Thus no student will need to take up any work not adapted to her needs.

GENERAL HISTORY.

Instructor—H. C. Krebs.

The object of this course is to furnish students a basis for further study leading to preparation for teachers' examinations. The significant portions of the leading events of the world's history will be considered. Students will be given an outline showing the causes and effects of the great movements of history, together with suggestions as to methods of private study. This course will be correlated with that in History of Education.

PROFESSIONAL COURSES.

These courses are offered especially for those who desire to secure the new form of State Certificates. At the same time they provide an opportunity for those teachers who have never had the advantages of class room discussion to study under careful direction.

Much time will be given to discussion and interpretation, and the practical problems of the class room will be kept constantly in mind.

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HISTORY OF EDUCATION.

Instructor—A. B. Meredith.

The aim throughout the course will be to trace, on the one hand the historical development of modern theories and practices, and on the other the relation of this development to the general history of civilization. In addition to the class room exercises the work will include outside reading and frequent written reports on assigned subjects. The course in General History may well be taken before or parallel with this course.

The course will be divided into two parts each constituting one summer's work. Part one will cover the ground from the earliest times to the Renaissance of the Thirteenth Century.

Part two will treat the development of modern educational theories beginning with the Renaissance and the Humanistic education, and continue by a study of the chief educational classics.

The text book used will be "A Brief Course in the History of Education," Monroe. The student is advised to bring such educational books as she may have.

The following is the scope of the work required in securing a teachers' certificate:

Greek Education: Spartan Education, Athenian Education. The Sophists, Socrates, Plato; Mediæval Education: Influence of Monasticism, Revival of learning under Charlemagne, Scholasticism; Renaissance and Humanistic Education; General nature of the movement, types of education growing out of the Renaissance, liberal education, narrower Humanistic education, disciplinary conception of education:

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The Reformation (Organization of Schools); Counter Reformation (The Jesuits); Realistic Education: (Comenius); Naturalistic Tendency in Education (Rosseau); Psychological Tendency in Education, Pestalozzi, Herbart, Froebel; Scientific Tendency (Herbert Spencer); Education in the United States, Colonial Education in New England, development of elementary schools, Horace Mann; Relation of Past Educational Movements to Present-Day Problems.

Bibliography: Seely's History of Education, Seely; Painter's History of Education, Painter; Brief Course in the History of Education, Monroe.

SCHOOL ORGANIZATION.

Instructor—A. B. Meredith.

This subject is one required by the Rules of the State Board of Education for all who desire a Supervisor's Certificate.

The course will cover the subject of organization from the viewpoint of the supervisor.

Among the topics included will be the following:

The formation of school districts, city, borough, township, independent parts of township; co-operation of districts, and parts of districts; functions peculiar to districts; general functions. Formation of school boards, their size, their relation to supervision, their powers and forms of administration. Methods of raising school money, local and general. Methods of supervision, general and special. Methods of

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qualifying and selecting teachers, and organizing and conducting teachers' associations. Plans for co-operating with the various departments of the State, as the health department, the labor department, the geological department, etc. The classification of pupils and arrangement of the daily program.

PRINCIPLES OF SECONDARY EDUCATION.

Instructor—A. B. Meredith.

Significance of Secondary Education.

Some Adolescent Difficulties.

Relation of Secondary to Elementary and Industrial Education.

Educational Values.

The Studies of Secondary School Instruction—their Content and Correlation.

Construction of Courses of Study.

Daily Program—Social Activities.

PSYCHOLOGY.

Instructor—J. J. Savitz.

The aim of this course will be to show how psychological principles may be practically applied in the work of teaching. Concrete cases will be presented to develop insight and skill in such application.

A careful study will be made of the impulsive movements of the child, automatic, reflex, and instinctive, to show how

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these condition mental life and how they may be utilized by parents and teachers in the process of education. Imitation, as stimulating activity, and habit, as fixing it, will receive careful attention.

The place of the emotional and volitional phases of consciousness in the development of ideas will be indicated. Definite suggestions for securing clear, accurate, and complete ideas of various school subjects through the different forms of impression, will be made. The forms of expression upon which the vividness of ideas will also be carefully studied.

The course is designed to meet the needs of two classes of teachers, beginners and advanced students. Beginners should read Thorndike's Human Nature Club before coming to the school. In addition to the regular class work a Round Table will be conducted for advanced students and those interested. All students should bring at least one up-to-date elementary text book for reference.

SCHOOL MANAGEMENT.

Director, T. D. Sensor, Dean.

All the members of the faculty and the special lecturers will assist in this course.

The entire work of the school will be reviewed from various viewpoints to show how it can be practically applied to each teacher's work in the school she will teach the coming year.

Courses of study and separate courses will be discussed in relation to the correlation of Industrial and Academic educa-

INDUSTRIAL ART AND SCIENCE.

tion. Superintendents and Supervising Principals will find this work of especial help particularly where industrial work is to be introduced.

In the past this course has been where the work of the whole school has been unified and viewed in proper perspective. General discussion is frequent. In order to receive credit for this course, which is largely a lecture course, a thesis must be written covering the entire work of the session.





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